

ISTEP+ ENGLISH/LANGUAGE ARTS TEST PREPARATION AND PRACTICE WORKBOOK



Aligned with the Indiana
Academic Standards in
English/Language Arts

GLENCOE LANGUAGE ARTS GRADE 6

This helpful workbook provides

- Test-taking strategies and tips for the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) assessments in English/Language Arts
- Practice lessons with multiple-choice, short-response, and extended-response items
- Comprehensive English/Language Arts test practice designed to help students prepare for ISTEP+

TEACHER'S ANNOTATED EDITION

**ISTEP+ ENGLISH/LANGUAGE ARTS TEST
PREPARATION AND PRACTICE WORKBOOK**



**GLENCOE LANGUAGE ARTS
GRADE 6**



Glencoe

New York, New York Columbus, Ohio Chicago, Illinois Peoria, Illinois Woodland Hills, California

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About the Student and Teacher Editions

The **Student Edition** of this workbook reviews the skills and standards that will be tested on the ISTEP+ for English/Language Arts. There are three sections in the Student Edition:

- The **Student Introduction** describes the overall structure of the test and gives tips on how to prepare for the test-taking experience. The Test-Taking Tips and Techniques section outlines general test-taking strategies that students will apply as they complete the lessons.
- **Lessons** provide systematic preparation for the test. Each lesson introduces a skill or concept and provides an exercise asking students to apply what they have learned. Specific tips in each lesson help students improve their test-taking skills.
- **Test Practice** presents in four sections the kinds of passages and questions that students will find on the ISTEP+. Although they do not exactly mirror the state test content or format, the tests in this workbook cover the same standards and skills that students are expected to master by the end of sixth grade in preparation for testing on those standards in the fall of seventh grade.

The **Teacher's Annotated Edition** of this workbook includes the Student Edition along with the following resources:

- A **Teacher Introduction** provides an overview of the ISTEP+ assessments in English/Language Arts, as well as guidance on using the lessons and the test practice. Information on the types of questions that students will encounter on the ISTEP+ is also included.
- An **Answer Key** lists correct answers to multiple-choice questions and, for all questions, correlations to objectives from the Indiana Academic Standards for Grade 6. Consult the Department of Education Web site at <http://www.doe.state.in.us> to find scoring guidelines for the short-answer and essay questions. You may want to review the guidelines with students before administering Sections 3 and 4 of the Test Practice.

Letter to Parents and Guardians

Before your class begins using this workbook, you may wish to send a letter to parents and guardians that describes the ISTEP+ and that explains the purpose of test practice. Such a letter appears on page vii for reproduction and distribution to parents and guardians.

Teacher Introduction

This workbook is designed to increase students' readiness for statewide testing as well as to enhance their performance on other standards-based assessments through short instructional lessons and focused test practice.

About Indiana Statewide Testing

The Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) is administered to students in the fall of each year. The fall tests cover objectives found in the Indiana Academic Standards and instructional content students should have mastered during the previous academic year. Thus, the content students mastered in sixth grade will be tested at the beginning of seventh grade.

The ISTEP+ in English/Language Arts consists of four tests: two tests of Basic Skills and two tests of Applied Skills. The Basic Skills tests include multiple-choice questions. The Applied Skills tests include a mixture of multiple-choice, short-answer, and essay questions.

The ISTEP+ test sessions for English/Language Arts are structured as follows:

BASIC SKILLS	Test 1	Test 2
	31 minutes	29 minutes
APPLIED SKILLS	Test 3	Test 4
	55 minutes	55 minutes

This workbook can be used throughout the year to help students learn appropriate test-taking strategies, develop confidence in their test-taking abilities, and gain additional practice in demonstrating mastery of content based on the Indiana Academic Standards.

Teaching the Lessons

Once you have reviewed the Student Introduction with the class, you are ready to start the lessons. The skills covered in the lessons correspond to the objectives of the Indiana State Standards: word recognition and vocabulary development; comprehension and analysis of nonfiction and informational text; comprehension and analysis of literary text; writing process and applications; and English language conventions. Lessons include:

- An introduction of a skill that focuses on a strand or substrand found in the Grade 6 Indiana Academic Standards for English/Language Arts
- Reading passages, including a variety of fiction and nonfiction selections
- Multiple-choice, short-answer, and essay questions that prepare students for the types of questions they are likely to encounter on the ISTEP+
- Test tips that suggest effective approaches to test taking

Using the Test Practice

Have students work through the Test Practice sections of this workbook to help them reinforce skills and gain confidence for taking the actual ISTEP+ next fall. You may administer tests for practice and review throughout the current school year.

Test Practice Sections 1 and 2 assess students' vocabulary and reading comprehension skills as well as their knowledge of the writing process and English language conventions. In addition to these skills, Test Practice Sections 3 and 4 assess students' writing skills by providing prompts for extended responses and by providing short-response questions that allow students to respond to various literary genres.

Students may enter their responses to multiple-choice, short-response, and extended-response questions directly in their workbooks. If you have access to scanning devices for scoring and wish to use a bubble form for multiple-choice questions, a separate answer sheet is provided on page viii.

After testing, take the time to gather feedback from your students. Ask what they found challenging, and discuss which test-taking techniques were most helpful.

Letter to Parents and Guardians

Dear Parent or Guardian:

In the fall of next year, students who are currently in Grade 6 will participate in Indiana Statewide Testing for Educational Progress-Plus (ISTEP+). ISTEP+ measures individual student achievement against the Indiana Academic Standards set by the Department of Education. The results of those tests give parents, teachers, and schools one measure of student learning and school performance.

The English/Language Arts portion of the ISTEP+ administered next year assesses the reading and writing skills that students mastered in Grade 6. Through workbook practice, students will prepare for the testing of their vocabulary development, reading comprehension skills, and writing skills as measured by the Grade 6 state standards.

Parental involvement can make a difference in the testing process. Encourage your child to read every day and use a dictionary to look up new words. Ask your child's personal opinion about books, newspaper articles, and movies. Also ask questions about essays and reports he or she is writing in class. Encourage your child to edit his or her written work to make it clearer, more interesting, and error-free.

Most importantly, try to make your child more comfortable about taking tests. Listen to his or her concerns, and try to put them to rest. Ease your child's anxiety by pointing out his or her academic strengths. Assure your child that he or she will become a better test taker with practice.

If you have any questions about ISTEP+, please feel free to contact me.

Sincerely,

Multiple-Choice Answer Sheet

*D*irections

Fill in the bubble that corresponds to the answer choice you think is best.

Section 1

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Section 2

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Section 4

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Answer Key

Item Number	Correct Answer	State Objective
Section 1		
1	A	6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
2	C	6.1.2 Identify and interpret figurative language (including similes, comparisons that use <i>like</i> or <i>as</i> , and metaphors, implied comparisons) and words with multiple meanings.
3	A	6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <u>w</u> ild and <u>w</u> oolly or <u>t</u> hreatening <u>t</u> hrongs), and rhyme.
4	B	6.1.2 Identify and interpret figurative language (including similes, comparisons that use <i>like</i> or <i>as</i> , and metaphors, implied comparisons) and words with multiple meanings.
5	C	6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.
6	D	6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <u>w</u> ild and <u>w</u> oolly or <u>t</u> hreatening <u>t</u> hrongs), and rhyme.
7	A	6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.
8	A	6.6.1 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.
9	B	6.2.6 Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.
10	C	6.2.8 Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.
11	A	6.2.9 Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).
12	D	6.1.5 Understand and explain slight differences in meaning in related words.
13	D	6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
14	A	6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.
15	A	6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
16	D	6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.
17	B	6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.
18	C	6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.

Answer Key (continued)

Item Number	Correct Answer	State Objective
Section 2		
1	B	6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form.
2	C	6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the “I” perspective) and third-person (the narrator tells the story from an outside perspective) narration.
3	A	6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved.
4	D	6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.
5	A	6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.
6	C	6.1.2 Identify and interpret figurative language (including similes, comparisons that use <i>like</i> or <i>as</i> , and metaphors, implied comparisons) and words with multiple meanings.
7	A	6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.
8	D	6.2.8 Identify how an author’s choice of words, examples, and reasons are used to persuade the reader of something.
9	A	6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.
10	B	6.2.6 Determine the appropriateness of the evidence presented for an author’s conclusions and evaluate whether the author adequately supports inferences.
11	B	6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.
12	C	6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
13	B	6.5.3 Write or deliver a research report that has been developed using a systematic research process.
14	C	6.6.1 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.
15	B	6.6.6 Identify and correctly use prepositional phrases (<i>for school</i> or <i>In the beginning</i>), appositives (<i>We played the Cougars, the team from Newport</i>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).
16	C	6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
17	B	6.6.2 Identify and properly use the indefinite pronouns (<i>all, another, both, each, either, few, many, none, one, other, several, some</i>), present perfect (<i>have been, has been</i>) past perfect (<i>had been</i>), and future perfect verb tenses (<i>shall have been</i>); ensure that verbs agree with compound subjects.
18	A	6.6.4 Use correct capitalization.

Answer Key (continued)

Item Number	Correct Answer	State Objective
Section 3		
1	Essay	6.5.5 Write persuasive compositions that: <ul style="list-style-type: none"> state a clear position on a proposition or proposal. support the position with organized and relevant evidence and effective emotional appeals. anticipate and address reader concerns and counterarguments.
Section 4		
1	D	6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <u>w</u> ild and <u>w</u> oolly or <u>t</u> hreatening <u>t</u> hrongs), and rhyme.
2	B	6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <u>w</u> ild and <u>w</u> oolly or <u>t</u> hreatening <u>t</u> hrongs), and rhyme.
3	C	6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved.
4	A	6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.
5	A	6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <u>w</u> ild and <u>w</u> oolly or <u>t</u> hreatening <u>t</u> hrongs), and rhyme.
6	C	6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.
7	Short Answer	6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <u>w</u> ild and <u>w</u> oolly or <u>t</u> hreatening <u>t</u> hrongs), and rhyme.
8	A	6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
9	D	6.1.2 Identify and interpret figurative language (including similes, comparisons that use <i>like</i> or <i>as</i> , and metaphors, implied comparisons) and words with multiple meanings.
10	C	6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.
11	A	6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
12	C	6.2.8 Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.
13	D	6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.
14	Short Answer	6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.
15	Short Answer	6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.

Answer Key (continued)

Item Number	Correct Answer	State Objective
16	Essay	6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that: <ul style="list-style-type: none"> • state the thesis (position on the topic) or purpose. • explain the situation. • organize the composition clearly. • offer evidence to support arguments and conclusions.
17	B	6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
18	C	6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.
19	D	6.2.9 Identify problems with an author’s use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).
20	Short Answer	6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.

Introduction to the Tests

Next year, you will take the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+). The English/Language Arts section of ISTEP+ measures the standards in reading and writing that you will master in Grade 6 this year. Working hard in class is the best way to prepare for the ISTEP+.

In **Reading**, you will be tested in:

- Word recognition and vocabulary development
- Comprehension and analysis of nonfiction and informational texts
- Comprehension and analysis of literary texts

In **Writing**, you will be tested in:

- Writing processes and features
- Writing applications
- English language conventions

What kinds of questions will be on the tests?

There are three kinds of questions on the ISTEP+. Most are based on reading passages.

- **Multiple-choice questions** ask you to read the question, think about what you are being asked, and then select the best answer from a group of choices.
- **Short-answer questions** ask you to write your answer in complete sentences.
- **Essay questions** start with a writing prompt that tells you what to write about. Your essay is the answer to the question.

When will I take the tests?

There are four tests that you will take next fall.

- **Basic Skills Tests:** Test 1 lasts 31 minutes, and Test 2 lasts 29 minutes.
- **Applied Skills Tests:** Test 3 lasts 55 minutes, and Test 4 lasts 55 minutes.

What is the purpose of this workbook?

This workbook will help you get used to taking tests like the ISTEP+.

- Each lesson reviews a skill that you will need to do well on the ISTEP+.
- Test-taking tips will help you improve your test-taking skills.
- The Test Practice sections will help you get comfortable answering questions like the ones you will see on the ISTEP+.

Test-Taking Tips and Techniques

Use these tips to help you do well on your tests, including the ISTEP+. Practice these tips every day in school. By the time you take the ISTEP+, you will have excellent test-taking habits!

Be ready for the test.

- Have a good outlook. Tell yourself, “I will do my best on this test.”
- Relax before you go to bed, and get a good night’s sleep.
- Get up early enough so you don’t have to hurry to get ready for school.
- Eat a good breakfast. You don’t want to be hungry when you take the test. If your test is in the afternoon, eat a good lunch, too.
- Stay calm. If you get nervous, stop for a moment and take a few deep breaths.

Be a smart test taker.

Know what you have to do.

- Listen carefully to the instructions the teacher gives you.
- Ask questions if you don’t understand what to do.
- Read each question carefully before answering. What is the question asking?

Use your time wisely.

- Answer questions you are sure about first.
- If you get stuck, move on to the next question so you can finish the test.
- Leave a minute or two at the end to check your answers.

Keep track of where you are on the answer sheet.

- If you are filling out an answer sheet, make sure the number of the test question matches the number on the answer sheet. If you skip a question on the test, make sure you skip the same number on the answer sheet.
- If you change any of your answers, make sure you erase them completely.

Preview questions and reread passages.

- Look at the questions before you read the passage. This will help you focus on important ideas as you read.
- If you are having trouble, go back to the passage. Look in the passage for the same words that are in the question.

Answering Test Questions

Eliminate wrong answers on multiple-choice questions.

Most of the questions on the ISTEP+ are multiple-choice questions. Sometimes you know which answer is right. Other times you need to decide which answers are wrong. You can eliminate the wrong answers to find the right answer.

- Read all the answer choices carefully. Ask yourself whether an answer choice makes sense.
- Cross out the answers you are sure are wrong.
- Read all the answers carefully, and then reread the question. This may help you see which answer choices are definitely wrong.

Try this question: *Which state shares the eastern border of Indiana?* Even if you don't know the answer, you can figure it out!

There are four answer choices.

- Texas
- Massachusetts
- Ohio
- Illinois

You may know that *Texas* is far away from Indiana. *Massachusetts* borders the Atlantic Ocean. *Illinois* is to the west of *Indiana*. That leaves you with *Ohio*. Even if you don't know that Ohio shares the eastern border of Indiana, you can use the process of elimination to choose the correct answer!

Here's another example of a multiple-choice question.

1 Read the paragraph and then answer the question.

Laura stormed up the stairs and through the front door. She slammed the door behind her and threw her backpack on the living room sofa. Her mother put down the newspaper and looked up in surprise. "That Roberta is so irksome!" Laura cried.

The word *irksome* means —

- A** kind
- B** mean
- C** annoying
- D** friendly

It is clear that Laura is upset. She “stormed up the stairs” and “slammed the door.” Roberta must have done something that Laura doesn’t like. It isn’t likely that Laura thinks Roberta is *kind* or *friendly*. Answer choices (A) and (D) must be wrong.

You have to choose between (B) *mean* and (C) *annoying*. Even if you don’t know what *irksome* means, you have a better chance of picking the right answer.

Remember to use the process of elimination for every multiple-choice question you don’t know the answer to. Even getting rid of one wrong answer will help you narrow down the correct choice!

The answer to the question is (C), *annoying*.

Write responses to short-response and essay questions.

Always use complete sentences when you are writing out your answers.

Make sure your essays have an introduction, a body, and a conclusion.

- Take time to make a list of ideas you want to include in answers to essay questions.
- Use plenty of details to explain your point of view.

Don’t forget to edit your writing.

- Reread your essays and look for mistakes in grammar, punctuation, capitalization, and spelling.
- Pay particular attention to the editing checklists that appear at the end of the workbook pages on which you will write your essays.



Lessons



Vocabulary Skills

Lesson

1

There are skills you can practice and use to uncover the meanings of unfamiliar words. Below are some ways to learn the meanings of new words.

Figurative Language

A **simile** uses the words *like* or *as* to compare two or more different things. It describes different things by showing how they may have similar qualities.

- The newly fallen *snow* covered the yard *like a blanket*.

A **metaphor** simply states that one thing is something different. Like a simile, a metaphor shows how different things may have similar qualities. However, a metaphor does not include the words *like* or *as*.

- The students' *reports* were a *mountain* of paper on the teacher's desk.

Foreign Word Origins

Some English words come from other languages. The meanings of these words sometimes change when they are used in English.

- The word *kindergarten* comes from a German word that means "children's garden." In English *kindergarten* means "a grade for children around four to six years old."

Prefixes and Suffixes

A **prefix** is a letter or group of letters that is placed at the beginning of a root word to create a new word with a related meaning.

- *re* (prefix meaning "again") + *heat* (root word meaning "to make warm") = *reheat* ("to make warm again")

A **suffix** is a letter or group of letters that is placed at the end of a root word to create a new word with a related meaning.

- *soft* (root word meaning "not hard") + *ness* (suffix meaning "the state of") = *softness* ("the state of being not hard")

Context clues are words and sentences near a word that can help you determine the word's meaning.

- Mozart was a *precocious* child who could arrange difficult music by the age of six.

You can conclude from reading the whole sentence (the context) that *precocious* means "very advanced or gifted for one's age."

Tip

Some questions ask you to complete a sentence with the correct vocabulary word. Read the sentence with each different answer choice to decide which word makes the most sense.

Apply It

from *North Wind*

by
George MacDonald

I did not see Diamond for a week or so after this, and then he told me what I have now told you. I should have been astonished at his being able even to report such conversations as he said he had had with North Wind, had I not known already that some children are profound in metaphysics.¹ But a fear crosses me, lest, by telling so much about my friend, I should lead people to mistake him for one of those consequential, priggish little monsters, who are always trying to say clever things, and looking to see whether people appreciate them.

Happily for me, I was as much interested in metaphysics as Diamond himself, and therefore, while he recounted his conversations with North Wind, I did not find myself at all in a strange sea, although certainly I could not always feel the bottom, being indeed convinced that the bottom was miles away.

“Could it all be dreaming, do you think, sir?” he asked anxiously.

“I daren’t say, Diamond,” I answered. “But at least there is one thing you may be sure of, that there is a still better love than that of the wonderful being you call North Wind. Even if she be a dream, the dream of such a beautiful creature could not come to you by chance.”

“Yes, I know,” returned Diamond; “I know.”

Then he was silent, but, I confess, appeared more thoughtful than satisfied.

The next time I saw him, he looked paler than usual.

“Have you seen your friend again?” I asked him.

“Yes,” he answered, solemnly.

“Did she take you out with her?”

“No. She did not speak to me. I woke all at once, as I generally do when I am going to see her, and there she was against the door into the big room, sitting just as I saw her sit on her own doorstep, as white as snow, and her eyes as blue as the heart of an iceberg. She looked at me, but never moved or spoke.”

“Weren’t you afraid?” I asked.

“No. Why should I have been?” he answered. “I only felt a little cold.”

¹**metaphysics:** the study of a reality beyond what can be grasped by the five senses

1 Read this sentence from the passage.
... I should lead people to mistake him for one of those consequential, priggish little monsters, who are always trying to say clever things, and looking to see whether people appreciate them.

What does the word *consequential* mean in this phrase? **6.1.4**

- A** humble
- B** considerate
- C** self-important
- D** well behaved

2 What does the simile “white as snow” near the end of the story describe? **6.1.2**

- A** the color of the fallen snow
- B** North Wind’s appearance
- C** the color of the painted doorstep
- D** the temperature outside

3 *Recount* is based on the French word *reconter*, meaning “to count or relate.” What does *recounted* MOST LIKELY mean in this phrase from the passage? **6.1.3**

... while he recounted his conversations with North Wind ...

- A** added up
- B** sang
- C** wrote
- D** told

4 When speaking of his friend, Diamond compares the color of her eyes to **6.1.2**

- A** the heart of an iceberg
- B** a door into the big room
- C** the white of the snow
- D** the bottom of a strange sea

5 Read this sentence from the passage.

Then he was silent, but, I confess, appeared more thoughtful than satisfied.

Why does the narrator say that Diamond seems *thoughtful* rather than *satisfied*? **6.1.5**

- A** Diamond seems angry.
- B** Diamond is forgetful.
- C** Diamond seems puzzled.
- D** Diamond is not a good listener.

Informational Text: Types and Features

Informational text is nonfiction text that is written to inform the reader. Some types of informational text simply report the facts. Other types try to persuade you to believe or do something.

Types of Informational Text

News stories are the print articles in magazines and newspapers that report facts and give unbiased accounts of real and current events.

Feature articles are the longer articles in magazines and newspapers that are usually about people, places, things, or ideas of interest to the readers. They are sometimes written more like a narrative or story than a factual news article.

Editorials are opinion pieces in a newspaper or magazine that reflect the writer's view on a current news topic.

Advertisements can be found throughout newspapers and magazines. They provide product information and try to persuade people to buy products.

All of the informational texts described above as print media can also be found in electronic form on the Internet.

Using Informational Text

Informational text can be used to:

- research facts and gather background information
- gain understanding of a topic
- develop critical-thinking skills about issues and events
- make informed decisions and purchases

Check-Up

- ▶ What types of informational text are used to persuade the reader?
- ▶ What type of informational text would you use to gather facts about a current event?

Tip

Remember to think about the type of source you are reading to help you decide if the information is accurate and unbiased.

Apply It

Arachnids

An arachnid has legs with joints, a tough outer skeleton, and no backbone. Insects share these traits with arachnids. They are related. However, animals grouped as arachnids have several other things in common with one another. All arachnids have eight legs, simple eyes, and a body made up of one or two sections. They eat food in fluid form. They often live alone on land and kill the food they eat. Arachnids include spiders, scorpions, ticks, mites, and daddy longlegs.

Like most other arachnids, spiders have eight walking legs, fangs, and palps for feeling. The two sections of the body of a spider are the head and the abdomen. All spiders spin a silklike substance made from protein, but not all spiders make webs. Some spiders, such as wolf spiders, hunt insects. Other spiders wait for insects to land in their webs. Spiders kill insects in two ways. Some spiders wrap the insects in silk and tear them apart, whereas others lull insects with venom from their hollow fangs. The venom dissolves the insides of the insect, and the spider sucks the liquid out.

A scorpion is recognizable by its lobster-like front pincers and curved tail. The tail is tipped with a poisonous stinger that can be very painful to humans. The stinger is used mostly for defense. Scorpions come out at night and wait for prey to approach. They eat anything they can catch, mostly insects and other arachnids. Scorpions sometimes use their stingers to lull larger prey. Smaller prey is just held and eaten without being stung. Scorpions tear apart their prey, cover the parts with digestive juices, wait for the parts to turn to liquid, and suck the liquid into their stomachs.

1 What keywords would you enter if you were using an Internet search engine to find more information about scorpions' pincers? **6.2.1**

- A** *scorpion* and *prey*
- B** *arachnid* and *scorpion*
- C** *pincer* and *scorpion*
- D** *lobster-like* and *pincer*

2 In what way are spiders and scorpions different from one another? **6.2.2**

- A** spiders have lobster-like legs, scorpions do not
- B** scorpions have curved tails, spiders do not
- C** scorpions spin larger webs than do spiders
- D** spiders use poison to stun prey, scorpions do not

3 How does the author of "Arachnids" organize the information? **6.2.2**

- A** The first paragraph is about arachnids, and the second and third paragraphs are about spiders.
- B** Each of the three paragraphs compares arachnids, spiders, and scorpions.
- C** The first paragraph is a general introduction to arachnids, then each paragraph covers one type of arachnid.
- D** The first paragraph starts with a narrow topic, and the second and third paragraphs broaden the topic.

4 If this article were in a newspaper or magazine, what kind of informational text would it be? **6.2.1**

- A** advertisement
- B** editorial
- C** contest
- D** news story

5 How is "Arachnids" organized to compare spiders and scorpions? **6.2.2**

- A** each paragraph describes that arachnid's characteristics in the same order
- B** each paragraph examines the way an arachnid catches and eats insects
- C** each paragraph explains the life cycle of that arachnid in chronological order
- D** each paragraph discusses the way in which a spider or scorpion is like other arachnids

Informational Text: Analysis

Lesson 3

In addition to recognizing the types of informational text, you should be able to analyze what you read to find the main idea and to draw conclusions.

Identify the Main Idea

- You should read the entire passage and then decide what it is about.
- Remember that a **main idea** is not one specific detail from the passage—it is the passage’s central thought or message.
- You may need to connect and compare main ideas from multiple sources.

Use Summaries, Outlines, and Diagrams

- You can summarize the main ideas in a sentence or two.
- An outline helps you understand the structure of a passage.
- A diagram helps you to organize the passage’s main idea and its supporting details.

Draw Conclusions

- Remember that when you draw conclusions, you are not stating your own opinion. You must base what you think on information in the passage.
- When you draw conclusions, combine what you know with evidence from the text.
- An author’s conclusion is valid if it is supported by facts and details.

Persuasive Arguments

- The **author’s point of view** is the author’s opinion or attitude about the passage.
- When reading, you should take note of how an author uses particular words, examples, and arguments to persuade the reader to share the author’s particular point of view.

Check-Up

- ▶ What is the central message of a passage?
- ▶ What is needed to support a conclusion?
- ▶ Why is it important to use examples in persuasive arguments?

Tip

Identify facts and details as you read. This will help you evaluate and draw conclusions.

Apply It

Muddy Waters

McKinley Morganfield was born in 1915 in Mississippi. His mother died when he was three years old. He then went to live with his grandmother in Clarksdale, the heart of Delta blues country, near the muddy waters of the Mississippi River. That was where he got his nickname—Muddy Waters.

Waters loved the blues. At 13 he taught himself how to play the harmonica. By the time he was 17, he had mastered the guitar. Whenever possible, he played music and sang at house parties and with local bands. Waters had a deep, growling voice that expressed intense feeling.

Life for Waters was hard in Mississippi. In 1943 he headed north for Chicago to find work. In Chicago, Waters began playing electric guitar. At first, he backed up other blues musicians. Soon his brilliant guitar playing and powerful voice made him popular. Waters developed his own style—the new electric blues. With his “wailing, shivering” electric guitar and his gritty voice, he became a star. He formed a band, which in 1948 made its first record. The Chicago blues was born.

By 1960 Muddy Waters had made some of the greatest blues recordings ever. The songs he recorded became instant blues classics. His music was peerless; no other musician could match his unique style. Throughout his life, he was truly a king of the blues.

1 Which statement BEST expresses an idea similar to the main idea expressed in “Muddy Waters”? **6.2.3**

- A** Zora Neale Hurston’s writing became popular only after Alice Walker praised her work.
- B** Isaac Asimov was a scientist who became famous for writing science fiction novels.
- C** Sandra Cisneros grew up in Chicago, moved to San Antonio, and has written well-known poems and short stories.
- D** Tiger Woods learned golf at a young age, practiced constantly, and has become a legend in his own time.

2 Which of the following BEST summarizes “Muddy Waters”? **6.2.4**

- A** McKinley Morganfield was born in Mississippi and later raised by his grandmother in the heart of Delta blues country.
- B** Muddy Waters had a gritty voice, and when he played his guitar it wailed and shivered.
- C** Muddy Waters grew up in Mississippi, moved to Chicago, and eventually became one of the greatest blues performers.
- D** When his blues band recorded a record in 1948 it made Muddy Waters famous for his gritty voice and wailing guitar.

3 What does the nickname “Muddy Waters” refer to? **6.2.7**

- A** Morganfield’s powerful, gritty voice
- B** the Mississippi River in the Delta region
- C** the sound of the new electric blues
- D** the poor recording equipment of the 1940s

4 Which statement BEST supports the author’s statement that Muddy Waters was “truly a king of the blues”? **6.2.6**

- A** In Chicago, Waters began playing electric guitar.
- B** Soon his brilliant guitar playing and powerful voice made him popular.
- C** Waters developed his own style—the new electric blues.
- D** His music was peerless; no other musician could match his unique style.

5 Muddy Waters became a legendary performer due to which of the following traits? **6.2.8**

- A** his singing and guitar playing
- B** his song writing and arranging
- C** his harmonica playing
- D** his stage presence as a band leader

Literary Text: Types and Features

Lesson 4

Fiction refers to a story or text that is made up rather than true. There are many different types of fiction. Some of these types are listed below.

Novel

A novel is often called **narrative fiction**. It features a plot, characters, one or more settings, a theme, and a point of view. A novel that is set in the past and refers to events that really happened is called a **historical novel**.

Folklore

Folklore and folktales are stories that are passed down from one generation to the next. Originally they were spoken but not written down. These stories often help the reader understand the traditional beliefs, practices, and customs of a culture.

Mystery

Mysteries are stories in which characters try to find answers to questions about events that are partly revealed and partly hidden. The characters often use physical clues, people's stories, and their own reasoning skills to find out what happened.

Science Fiction

Science fiction stories often include imagined scientific discoveries, space travel, life on other planets, or environmental and social changes here on Earth. These types of stories may also include real details about science to describe imagined or fantastic events.

Short Story

Short stories are pieces of short narrative fiction. A short story has a plot, with a beginning, middle, and end. It usually contains fewer characters and settings than a novel.

Check-Up

- ▶ What type of fiction would feature a detective trying to solve a crime?
- ▶ What type of story would help you understand some unique qualities of a culture?
- ▶ What type of story would feature robots as the main characters?

Tip

As you read, ask yourself questions about the topic of the story. This might help you to classify it.

Apply It

Rose and Lily

Rose and Lily were twin sisters—but complete opposites.

Rose was tough, strong-willed, and fiercely independent. She was the star of her school’s basketball team and president of the math club, and she had a pet snake named Spike. Some said Rose had a prickly personality.

Lily was shy, quiet, and kept to herself. She filled her journal with poetry, played the piano for hours every day, and slept with a stuffed owl she called Mr. Who. Some said Lily was as delicate as a flower.

Although Rose and Lily were different, they were best friends. Lily wrote poems about Rose, describing her strength, charm, and intelligence. When Lily felt sad, Rose let her play with Spike, knowing his slithering ways would bring a smile to her face. The two girls went for long walks together every Saturday.

Last fall Lily and Rose both entered an essay contest at their school. They each wrote an essay that answered the question “Whom do you admire most?” Lily wrote about Rose, to no one’s surprise, and Rose wrote about Lily.

On the morning that the school planned to announce the winners, Rose bumped into Mr. Chen in the hallway. Mr. Chen was her writing teacher and had judged the contest. He told Rose that there were two winners of the contest—she and Lily.

Rose was thrilled. “I can’t believe it!” she exclaimed. A huge smile washed over her face. “Wait until I tell Lily!” Mr. Chen congratulated her and continued walking down the hall.

Rose went to her locker and thought some more about what had just happened. She thought about Lily, and how much she loved and admired her. Then she got an idea. She gathered her books and quickly shut her locker, eager to track down Mr. Chen.

She wanted to withdraw from the contest so Lily could have first place all to herself.

- 1** Which do we learn first in “Rose and Lily”? **6.3.2**
- A** The girls entered an essay contest.
 - B** The girls are complete opposites.
 - C** The girls are best friends.
 - D** Rose wants to let Lily have first place.

- 2** If the author wanted to turn “Rose and Lily” into a poem, what would she need to do? **6.3.4**
- A** break it into single lines and use more figures of speech and imagery
 - B** use more characters, settings, and plot events, and have a stronger theme
 - C** keep the fact that Rose and Lily are twins a secret until the very end
 - D** set the story in the 18th century or earlier and in a different country

- 3** What kind of writing is “Rose and Lily”? **6.3.1**
- A** historical fiction
 - B** mystery
 - C** short story
 - D** folklore

- 4** What type of writing would be the most useful if you wanted to learn more about the beliefs and customs of a certain culture? **6.3.1**
- A** mystery
 - B** folklore
 - C** adventure
 - D** poem

- 5** If the author wanted to make “Rose and Lily” a science fiction story, what could she do with it? **6.3.1**
- A** have it take place on another planet
 - B** have it take place three centuries ago
 - C** make Rose and Lily older than they are
 - D** have Rose and Lily take more dangerous risks

Literary Text: Poetry

Lesson 5

Poetry is a type of creative writing that usually is made up of one or more groups of lines, or stanzas. Poems often include expressive and descriptive language to help readers form images in their mind. Many poems do not follow the rules of punctuation and capitalization that are standard in other types of writing. To read and enjoy poems, it is helpful to understand the elements of poetry.

Word Choice

Poets often use word choice to give their poems a different mood or feeling. Compare how the following sentences convey different feelings even though they describe the same thing.

- The eagle flew high.
- The eagle soared above the clouds.

Figurative Language

Poets use comparisons to create images in the reader's mind.

A **metaphor** is a direct comparison in which one thing is said to be another.

- *She is a bear* in the morning.

A **simile** is a comparison that uses the words *like* or *as* to compare two or more different things.

- She has a *temper like a bear*.

Symbolism

Symbolism is the use of one thing to represent another thing, idea, feeling, or character. For example, a heart often represents love.

Rhythm

Many poems have a beat, or rhythm, just like songs. The repetition of sounds, words, and even phrases can help create the rhythm of a poem. Words that **rhyme**, such as *shoe*, *blue*, and *clue*, give poems a beat.

Alliteration is the repetition of particular letters or sounds, such as *tree*, *trunk*, and *tremble*. It is also used to create rhythm in poetry.

Check-Up

- ▶ What are some similes and metaphors that you might use in everyday conversation?
- ▶ What are some common symbols for peace?

Tip

Before you try to study a poem's meaning, read it to yourself at least twice, paying attention to images, mood, and rhythm.

Apply It

Miracles

by
Walt Whitman

Why, who makes much of a miracle?
As to me I know of nothing else but miracles,
Whether I walk the streets of Manhattan,
Or dart my sight over the roofs of houses toward the sky,
Or wade with naked feet along the beach just in the edge of the water,
Or stand under trees in the woods,
Or talk by day with any one I love . . .
Or sit at table at dinner with the rest,
Or look at strangers opposite me riding in the car,
Or watch honeybees busy around the hive of a summer forenoon
Or animals feeding in the fields,
Or birds, or the wonderfulness of insects in the air,
Or the wonderfulness of the sundown, or of stars shining so quiet and bright,
Or the exquisite delicate thin curve of the new moon in spring;
These with the rest, one and all, are to me miracles,
The whole referring, yet each distinct and in its place.
To me every hour of the light and dark is a miracle,
Every cubic inch of space is a miracle,
Every square yard of the surface of the earth is spread with the same,
Every foot of the interior swarms with the same.
To me the sea is a continual miracle,
The fishes that swim—the rocks—the motion of the waves—
the ships with men in them,
What stranger miracles are there?

1 Based on the poem's structure, which image seems to best sum up the main idea? **6.3.4**

- A** walking the streets of Manhattan with friends
- B** watching bees, birds, and other animals feeding
- C** watching the fish, waves, and ships in the sea
- D** looking up at the stars and moon in the night sky

2 How does the speaker's repetition of "Or" at the beginning of so many lines affect the meaning of the poem? **6.3.4**

- A** It indicates the speaker cannot decide what thing is the most miraculous.
- B** It emphasizes the fact that everything the speaker sees is a miracle.
- C** It highlights the poet's inability to come up with new ways to start a line.
- D** It lulls the reader into paying less attention to the lines.

3 Read this line from the poem.

To me the sea is a continual miracle,

What characteristic of poetry is used in this line? **6.3.4**

- A** alliteration
- B** simile
- C** rhyme
- D** metaphor

4 Read this line from the poem. **6.3.4**

Every square yard of the surface of the earth is spread with the same,

How does the alliteration in this line help with the meaning of the poem?

- A** The "s" sounds suggest the hissing of a snake crawling across the earth.
- B** The "s" sounds indicate a sliding of the poem toward closing.
- C** The "s" sounds are soothing and musical, indicating the speaker's pleasure.
- D** The "s" sounds remind the reader of sand, which the earth might be spread with.

5 Read the last line of the poem.

What stranger miracles are there?

How does this line reflect back on everything the speaker has said? **6.3.4**

- A** by saying all miracles are wonderfully strange events
- B** by asking whether there are more interesting things to be discovered than just ordinary life
- C** by saying everyday life can be the most miraculous thing of all
- D** by asking the reader to come up with examples of miracles that are stranger than what the speaker has described

Literary Text: Elements

Writers use many different literary elements to create good stories. Some of these elements are listed below.

A **character** is a person or animal in a story. To analyze characters, think about what they are like and why they do and say things. A character can influence the events of the story and the way in which **conflicts** (struggles between characters or against outside forces) are resolved.

The **setting** is the time in which the story occurs and the location in which it takes place.

- centuries from now in a galaxy far, far away

A **theme** is the main idea or topic of the story. Usually the theme is not directly stated. Instead, the reader must think about the work as a whole and think about what the author is trying to say.

- A popular theme is *crime doesn't pay*.

Point of view is the relationship of the narrator, or storyteller, to the story. In a story with **first-person point of view**, the story is told by one of the characters, referred to as "I." The reader generally sees all the story's events through that character's perspective. In a story with **third-person point of view**, the narrator describes the thoughts and actions of one or more characters using the words *he, she, or they*.

Literary Devices

Symbolism is the use of an object, person, place, or experience to stand for something else.

- An *owl* often stands for *wisdom*.

Metaphor is a comparison that states that one thing is something different.

- The *clouds were cottonballs* that drifted in the summer sky.

Check-Up

- ▶ If you wrote a short story, what setting would you use?
- ▶ What conflict would your main character encounter?

Tip

As you read, try to pick out the story's setting, characters, and conflicts. It is best to grasp these elements first, because they can help you identify the theme later.

Apply It

History and Mystery in Mason Bay

At first I thought that this would absolutely be the worst job I've ever had. Okay, I guess I haven't had any other jobs. But when I started work this summer, I couldn't think of anything as awful as spending my summer in the dusty basement of the Mason Bay Historical Society, filing old papers with Ms. Welch.

See, it was all Mom's idea. She's known Ms. Welch for about her entire life, so when Mom heard that the historical society needed some help, she said, "Oh, Andy would love to help!"

At least it would be cooler than doing something like pulling weeds out of the backyard, I had thought. Not by much though—the historical society was so historical that they didn't even have air conditioning.

"And when you're done with that box, Andy, you can start on these, all right?" Ms. Welch said cheerfully. I sighed.

"What's the matter, Andy?" asked Ms. Welch.

"Nothing," I mumbled. Then I couldn't help it, and I just sputtered, "It's just that this is so boring!"

"I know," Ms. Welch said sympathetically. "Someone has to do it though."

"But why does Mason Bay even have a historical society? I mean, what ever happened here?" I asked.

"Well, there's the Great Triangle Raid," said Ms. Welch. "And the Bakers' Rebellion. And, of course, the Flood of 1921."

I hadn't heard of any of those.

For the rest of the morning as we worked on the filing, Ms. Welch told me stories about Mason Bay. There was the Great Triangle Raid, when the sheriff of Mason Bay captured the notorious Winson Brothers Gang by tricking them into a meeting at Triangle Corners. Then there was the Bakers' Rebellion—the time when there were no bread, cakes, or doughnuts in town because the bakers went on strike to protest the sugar tax. (I'm sure glad they got rid of that tax!) During the Flood of 1921, the water rose so high in the bay that cows were on the roofs and people were in trees.

"Wow!" I said. I hadn't known that anything had ever happened in Mason Bay. I looked at the clock and saw that it was already 1:00 P.M., time for me to go. Ms. Welch's stories had helped make time fly.

I learned a lot over the next two weeks. Maybe Mason Bay hadn't been home to any presidents or famous battles, but plenty of interesting things had happened here nonetheless.

1 What does Ms. Welch do to change Andy's attitude concerning the Mason Bay Historical Society? **6.3.2**

- A** She shows patience in teaching him how to file papers.
- B** She says she's bored working at the society too.
- C** She tells him history stories with enthusiasm.
- D** She takes pleasure in seeing him work hard.

2 Who is telling this story? **6.3.5**

- A** Andy's mother
- B** Andy
- C** Ms. Welch
- D** a third-person narrator

3 Read this sentence from the passage.

Ms. Welch's stories had helped make time fly.

What literary device is used by the author in this sentence? **6.3.7**

- A** metaphor
- B** symbolism
- C** simile
- D** theme

4 What is the main conflict in this story, and how is it resolved? **6.3.9**

- A** Andy needs a summer job, so his mother's friend gives him one.
- B** There is no air conditioning at the historical society, and Ms. Welch apologizes for that.
- C** Ms. Welch has too much work, so Andy comes to help her out.
- D** Andy is bored at the historical society, but Ms. Welch tells him stories.

5 What old saying best explains the theme of this story? **6.3.6**

- A** Don't count your chickens before they hatch.
- B** The early bird gets the worm.
- C** Things are not always what they seem to be.
- D** Two wrongs don't make a right.

The Writing Process

Lesson 7

Good writing requires planning, organizing, and editing. In this lesson you will review ways to plan for and complete a writing project.

Prewriting

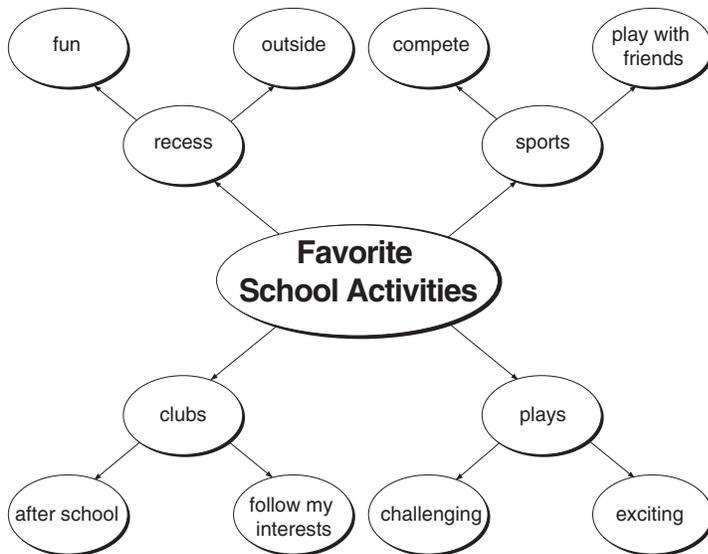
To organize the information for a writing project, you can create graphic organizers, such as diagrams and charts, to brainstorm ideas for writing.

For example, if you want to cluster your ideas, you might draw a web diagram like the one below. The diagram is based on:

Topic: Favorite School Activities

Examples: recess, sports, plays, clubs

Details: fun, play with friends, compete, challenging, outside, after school, follow my interests, exciting



Tip

Feel free to try several different prewriting and organizational activities until you find one or two that work well for the type of writing that you will do.

Drafting and Writing

When you are ready to begin drafting an essay, you should review the important elements needed to write an **informational** piece:

- Engage the reader's **interest**.
- Make your **purpose** clear to the reader.
- Develop the topic with **supporting details**.
- Include a summarizing **conclusion**.
- Document any sources used and include a **bibliography** (the list of sources you used to find information for your essay or report).

The Writing Process (continued)

Reviewing and Editing

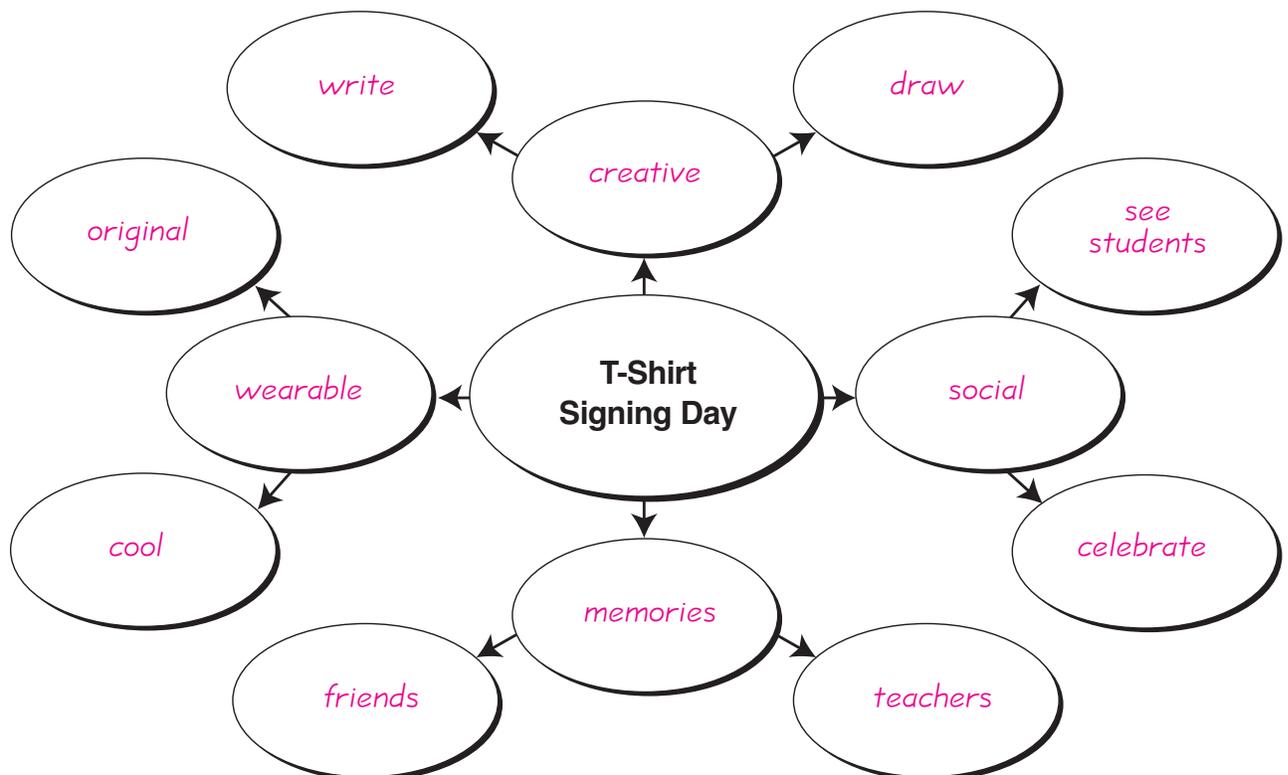
After writing a first draft, reread what you've written to make sure your ideas are clearly stated and organized. Then **review**, **edit**, and **revise** your work in order to present a final paper that is clearly written and grammatically correct. Pay special attention to capitalization, punctuation, spelling, and grammar. Make sure you use complete sentences and no run-on sentences.

Apply It

Planning for an Essay on T-Shirt Signing Day

Read the prompt below. Then fill in the cluster diagram to organize your ideas. Note that you do not have to fill in all of the circles.

Imagine you need to write an article for the school newspaper promoting "T-Shirt Signing Day" for the last day of school. T-shirt signing is like yearbook signing, only your friends write on your shirt. Students should bring a light-colored, cheap T-shirt or buy one from the student council. Be sure to list reasons why T-Shirt Signing Day is a good idea and then give details to support those reasons.



End of Year T-Shirt Signing

Use the cluster diagram you filled in on page 25 to help you write your essay on T-Shirt Signing Day. Write an article at least three paragraphs in length. It should inform the student body about the upcoming event. **6.4.4**

As you write, ask yourself the following questions.

- What is my purpose for writing the article?
- What is my main idea?
- What are the specific details of the event?
- Is the organization of my article logical? Does it have an introduction, a body, and a conclusion?

Title: T-Shirt Signing Day

Student council wants to make the last day of school an official T-Shirt Signing Day! All

students should bring a white or light-colored T-shirt for this special way to end the school year.

If you don't have your own T-shirt, or if you decide to join in at the last minute, you can buy a

T-shirt from the student council for only \$5.00.

Think of how much fun you'll have! You can be as creative as you want to be as you

write and draw personal messages for your classmates. It's a great way to share special

memories with teachers and friends. Also, unlike a yearbook, a signed T-shirt doesn't just sit

on a shelf. It's something cool that you can wear, and no one else will have one just like it.

It's an original!

If for no other reason, come to T-Shirt Signing Day to get together with other students at your school. With summer just around the corner, don't you want to say goodbye to your classmates? What better way to end the school year!

Come join in the fun! We'll be meeting in the gym after school this Friday. (There will be cookies and popcorn too.) All you need is a T-shirt. Help create memories of a lifetime and make the last day of school something that we'll always remember!

Writing Applications

When you take the ISTEP+ next fall, you will be asked to write in different genres, or types of text. You also will answer questions about the writing process. Here are some of the types of writing that you may be tested on.

Narrative Fiction

- Stories need a **plot**, a **point of view** (narrator), a **setting**, and a **conflict**.
- Use appropriate words and descriptive language. Remember: **Show, don't tell** what happens in the story.

Response to Literature

- You may be asked to write about something you have read. Your writing should show that you understand the piece.
- Use examples and specific details from the text to support your ideas.

Persuasive Essay

- Make sure you state your opinion clearly and support it with examples and emotional appeals.

Informational Research Report

- Use several informational sources and summarize the material in your own words.
- Develop the text with clear and verifiable (accurate) ideas, facts, and examples.
- Include an introduction, a body, and a conclusion.
- Include a bibliography that lists all of your sources.

Text Structure

- When writing essays and nonfiction articles, be sure you have a main idea. This is the most important idea in the text. Use specific details and examples to support your main idea.
- Organize text in a way that works best with the purpose of your writing. For example, you may compare and contrast one or more ideas or things, describe events in chronological order, or write about problems and then explain some possible solutions.

Tip

Be aware that some pieces of writing may contain several elements from each of the different types of writing. Be sure you keep in mind the main purpose of your writing.

Apply It

The King's New Ship

At the bottom of the harbor of Stockholm, Sweden, sits the *Vasa*, the ship that didn't want to go anywhere. When it was launched on August 10, 1628, the *Vasa* was the best-equipped warship of its day. By the next day its sailing career was over.

Gustavus Adolphus, the king of Sweden, ordered the building of the *Vasa*. King Gustavus wanted the biggest warship in the world. His master shipbuilder was nearly finished constructing it, when the king decided the ship was not big enough. Since he was the king, his orders were carried out. In the 1600s, a ship's sturdiness was tested by having thirty men run back and forth on the ship from side to side. They would literally "rock the boat." After a few runs back and forth on the *Vasa*, however, the testers refused to go on. They were afraid the ship would tip over. There was not one person in Sweden brave enough to tell the king that his grand ship had not passed the sturdiness test.

On August 10, 1628, the ship began its first voyage, sailing out from the dock with the help of a light wind in the harbor. The *Vasa* traveled less than a mile before the wind caused it to lean to one side. Some of the ship's openings filled with water and the *Vasa* sank before it ever reached the sea.

Letter to the Editor

J. C. Peterson, Editor
The Newport Daily News
Newport Strand, Florida

Dear Mr. Peterson:

I am writing concerning the nuisance that boats create in the harbor during the holidays. I moved here because I enjoy being near the calming ocean.

Instead, each night as the boats saunter down the harbor, I find myself bombarded with the clanging of ships' bells and the flashing of every color light imaginable. I find it hard to relax anymore. I know many people living near the harbor who feel the same way.

I understand that people need to have fun and that the holidays are a joyous time for many. I think, however, that those people need to respect those of us who long for peace and quiet.

I strongly suggest that your newspaper back a city law to prohibit this gaudy display of flashing lights, blowing whistles, and the shouting and laughing that rides on the ripples of the harbor night after night.

Sincerely,
M. Kornhash

1 “The King’s New Ship” is an example of what type of writing? **6.5.7**

- A** narrative
- B** informational
- C** persuasive
- D** compare and contrast

2 What type of writing is M. Kornhash’s letter to J. C. Peterson? **6.5.7**

- A** informational
- B** explanatory
- C** narrative
- D** persuasive

3 Read the sentences below and then answer Question 3.

(1) Today also seemed like a great day to spend some time at the ocean. (2) I like the ocean, and so I went there yesterday. (3) Once I had breakfast this morning, I headed for the local public beach and went swimming all afternoon.

How should the sentences be organized in order for the paragraph to be in correct chronological order? **6.4.4**

- A** 3, 2, 1
- B** 2, 1, 3
- C** 2, 3, 1
- D** correct as is

4 Which single book would be the most helpful to a student writing a biography of Gary Paulsen? **6.4.6**

- A** *A Look at the Early Novels of Gary Paulsen*
- B** *Gary Paulsen and Camping Stories*
- C** *Gary Paulsen: His Later Works*
- D** *Gary Paulsen’s Life*

5 In which part of a research report would you write the details that support the main idea of your topic? **6.4.3**

- A** introduction
- B** body
- C** conclusion
- D** bibliography

6

Read the paragraphs below and then answer Question 6.

Long-haired Chihuahuas and Labrador retrievers are interesting dog breeds. When Chihuahuas are first born they weigh only a pound or two and can fit in the palm of a person's hand. Full grown, the dogs only weigh between five and eight pounds. These miniature pets live longer than most dogs, making them a perfect companion for years to come.

On the other hand, Labrador retrievers already weigh five to eight pounds at birth and certainly couldn't be held in the palm of a person's hand! Some full-grown Labs weigh up to 100 pounds. In many cases, the larger the dog, the shorter its life span. While you might have your Chihuahua around for 20 years, you may have to say good-bye to your Lab after 15 years.

What organizational pattern is the author using in these paragraphs? **6.4.4**

- A** compare and contrast
- B** chronological order
- C** categories
- D** order of importance

Language Conventions and Proofreading

Proofreading is an important part of the writing process. It helps you make sure that the text you have written is without errors. When proofreading your writing, you want to check for correct grammar, punctuation, capitalization, and spelling. Read some of the points below to help you proofread.

A **preposition** is a word that relates a noun or pronoun to another word in a sentence. In the sentence below, the word *along* is a preposition. It shows the relationship between the noun *flowers* and the word *fence*.

- The flowers *along* the fence are lilies.

Commas (,) are used before the conjunctions (and, but, or) in compound sentences.

- We traveled a long way, *but* we didn't expect to be so tired.

Semicolons (;) connect independent clauses that can stand alone as complete sentences and that are not connected by conjunctions.

- *We went to the mountains; our friends stayed at the beach.*

Colons (:) are used before a list and after the greeting in business letters.

- Our grocery list consisted of the following: *eggs, bread, and milk.*

Capitalization is used at the beginning of a sentence and for proper nouns (nouns that stand for specific people, places, and things).

- *I love Albertville because it is the most beautiful city in the world. The Albertville Thunder is a great team.*

When checking **spelling**, pay special attention to words that sound alike but have different spellings. For example, *too, two, and to; heard and herd; and bear and bare.*

Check-Up

- ▶ What punctuation would you use after the greeting in a business letter?

Tip

The best way to learn rules of punctuation, grammar, and spelling is to correct other people's errors. Take turns proofreading your friends' school papers.

- 1** Which is the correct way to punctuate this sentence? **6.6.3**

I ran to the store but my best friend didn't follow.

- A** I ran to the store. But my best friend didn't follow.
- B** I ran to the store; but my best friend didn't follow.
- C** I ran to the store, but my best friend didn't follow.
- D** I ran to the store: but my best friend didn't follow.

- 2** Choose the phrase that best completes the sentence. **6.6.6**

My mother and I sat _____

- A** between my grandmother and my grandfather.
- B** over my grandmother and grandfather.
- C** during my grandmother and grandfather.
- D** across my grandmother and grandfather.

- 3** Which sentence uses capitalization correctly? **6.6.4**

- A** My favorite Baseball Team is The Los Angeles Dodgers.
- B** Mia moved here from Mexico, which is south of Texas.
- C** I couldn't take French because I had Math at that hour.
- D** One of my father's Law Teachers was Judge Smith.

- 4** Which sentence is written correctly? **6.6.3**

- A** She loves to read fiction but she seldom finds time for it.
- B** She loves to read fiction but, she seldom finds time for it.
- C** She loves to read fiction, but she seldom finds time for it.
- D** She loves to read, fiction but she seldom finds time for it.

5 Rewrite the following sentence correctly in the space below. **6.6.3**

Marissa decided she wanted to study dance her sister decided to study music.

Marissa decided she wanted to study dance, but her sister decided to study music. OR Marissa

decided she wanted to study dance; her sister decided to study music.

6 Rewrite the following sentence correctly in the space below. **6.6.5**

My brother's friends are going to visit there grandfather next week.

My brother's friends are going to visit their grandfather next week.



Test Practice

Section 1



Test Practice

Section 1

Directions

In this part of the test, you are going to read a poem and two articles. You will answer questions about what you have read after each selection. You may look back at the reading selections as often as you like in order to answer the questions.



THE MONTHS

by
Christina Rosetti

January desolate;
February dripping wet;
March wind ranges;
April changes;
Birds sing in tune 5
To flowers of May
And sunny June
Brings longest day;
In scorched July
The storm-clouds fly 10
Lightning-torn;
August bears corn,
September fruit;
In rough October
Earth must disrobe her; 15
Stars fall and shoot
In keen November;
And night is long
And cold is strong
In bleak December. 20



1 The poem is MOSTLY about **6.3.6**

- A** the characteristics of the months
- B** how the poet feels about summer
- C** weather changes during the year
- D** why weather is important

2 Read these lines from the poem.

*In rough October
Earth must disrobe her;*

What does the poet mean? **6.1.2**

- A** Animals shed to grow winter coats in the fall.
- B** People must wear extra clothing in the fall.
- C** Trees and plants lose their leaves in October.
- D** The weather is worst in October.

3 Which of the following BEST describes the tone of lines 18–20 of the poem? **6.3.4**

- A** dreary
- B** chilling
- C** upbeat
- D** fanciful

4 Look at the following lines from the poem.

*In scorched July
The storm-clouds fly
Lightning-torn;
August bears corn,*

The poet uses the word *scorched* to indicate that **6.1.2**

- A** July moves quickly
- B** July is very hot
- C** lightning strikes often
- D** corn is ripe in August

5 Which image does the poet use to describe March? **6.3.7**

- A** pelting rain
- B** searing heat
- C** changing winds
- D** blooming flowers

6 You can conclude from the imagery used in the poem that the poet's least favorite season is **6.3.4**

- A** summer
- B** autumn
- C** spring
- D** winter



The History of Soccer

The popular game of soccer is more ancient than people think. An early form of the game in which a ball was kicked around a field is recorded in 1004 B.C. Japan. There are accounts from the third century in England where warriors would jokingly kick things around the field at the end of a battle. This is clearly evidence that the game of soccer existed before the 1800s, when rules for the game were formalized.

Without doubt, the English played soccer during the reign of King Edward I in the 1300s. In fact, the king passed a law against playing it. The law stated, “There is great noise . . . caused by hustling over large balls from which many evils may arise.” Anyone caught playing soccer at that time was imprisoned. Two hundred years later, Queen Elizabeth I still had people put in jail for playing this “vulgar” sport.

Despite these laws, soccer grew more popular. In 1681 it became an official sport in England. By the 1800s, upper-class boys at private schools played soccer regularly. Its popularity quickly grew among all English people. At a meeting held in an English school in 1843, the first rules for soccer were suggested. In 1863 the heads of English

soccer teams met in London to agree on some official rules. By 1871 all of the English clubs were following these rules. Today all soccer teams play by them.

Soccer is called “football” everywhere but in the United States. The rules are simple. There are 11 players on a side. The object of the game is to get the ball into the opponent’s goal. A goalie blocks the goal to prevent the ball from going in. Goalies may catch the ball with their hands. No other players, though, may touch the ball with their hands. Players may control the ball with their legs or their heads. They may control the ball with any other part of the body except their hands. A hand ball receives an automatic penalty.

Soccer is by far the world’s most popular sport. Every four years, nearly every nation in the world competes in the World Cup. Tens of billions of soccer fans from around the world watch the World Cup on television. Millions of people in the United States either watch or participate in the sport every year, making soccer a new cherished American sport. Soccer is clearly the favorite sport of the world.

7 Before the mid-1800s, the game of soccer was different from place to place because **6.2.7**

- A** official rules had not yet been created
- B** it was still against the law to play soccer
- C** there weren’t any soccer teams yet
- D** the king thought it was a “vulgar” sport



- 8** Look at the following sentences from the passage.

Players may control the ball with their legs or their heads. They may control the ball with any other part of the body except their hands.

Which of the following is the best way to combine these sentences? **6.6.1**

- A** Players may control the ball with their legs, their heads, or any other part of the body except their hands.
- B** Players may control the ball with their legs or their heads or any other part of their body not using their hands.
- C** Plays may control the ball, without their hands, with any other part of the body like their legs or heads.
- D** Players may control the ball with any part of their body, players may not use their hands to control the ball.

- 9** The author's claim that the game of soccer is older than people think is based on **6.2.6**

- A** archaeological discoveries made in Japan and England
- B** ancient accounts of a game involving kicking objects
- C** popular belief that soccer is a very ancient sport
- D** the discovery of a book containing rules for the game

- 10** The purpose of the last paragraph is to **6.2.8**

- A** explain the reasons why soccer is popular in the United States
- B** show that the United States has the greatest soccer team
- C** convince the reader that soccer is the most popular sport
- D** persuade the reader to join a local soccer team

- 11** The last sentence shows the author assumes that **6.2.9**

- A** people who watch or play soccer like soccer best
- B** the United States will win the World Cup
- C** other countries do not like soccer as much as the United States likes it
- D** people like sports that they're good at

- 12** Look at the following line from the passage.

Millions of people in the United States either watch or participate in the sport every year, making soccer a new cherished American sport.

Which of the following words could replace the word *cherished* in the sentence above? **6.1.5**

- A** likable
- B** ancient
- C** enjoyable
- D** beloved



What Good Is Sleep?

The human body needs sleep to stay in good health. Not sleeping well can cause people to feel more than just tired. Lack of sleep will cause people to feel lethargic, making it difficult for them to think clearly. Some people may become moody and bad tempered without deep sleep.

To find out why the human body needs to sleep, scientists study body activities and brain waves during sleep. Scientists suspect that there are several reasons that people need to sleep. One theory is that sleep restores energy and gives the body and mind time to recover from the day's activities. Some scientists believe that the main purpose of sleep is to allow the body to save energy.

Different types of sleep may have different effects on the body and mind. There are two types of sleep—quiet sleep and active sleep.

As people fall asleep, they move through the four stages of quiet sleep. In stage one, the muscles relax, but the mind is still aware of its surroundings. In stage two, the heart rate and breathing slow down. The mind is no longer aware of the outside world. In stages three and

four, the mind and body continue to slow down, and the muscles relax completely. Stage four is the deepest period of quiet sleep.

During quiet sleep, the body moves from stages one to four and then backward to stages two or one again. It moves back to stage four, and then, after about an hour and a half of quiet sleep, the body moves into active sleep.

During active sleep, mind and body functions speed up. This type of sleep is sometimes called dreaming sleep. Most dreaming occurs during active sleep. Scientists call active sleep REM, or rapid eye movement, sleep. During this stage, the eyes move back and forth very quickly under the eyelids. The body stays in active sleep for less than half an hour. Then it begins the stages of quiet sleep again.

Throughout a night of sleep, the cycle of quiet sleep and active sleep repeats many times. Each type of sleep is needed for a person to feel well rested, but scientists believe the two types help the body in different ways. They believe that quiet sleep restores energy to the body and that active sleep restores the mental energy needed for learning and clear thinking.



- 13** Look at the following chart based on the passage.

Stage One	Body relaxes but mind is still awake.
Stage Two	Heart rate and breathing slow. Mind is unaware of surroundings.
Stage Three	
Stage Four	Body is in deep, quiet sleep.

Based on the information in the passage, which of the following sentences should be placed into the blank area of the chart? **6.2.4**

- A** Eyes move rapidly beneath the eyelids.
- B** The mind begins to dream.
- C** The body moves back into stage one.
- D** The body continues to slow and relax.

- 14** The passage compares what two things? **6.2.2**

- A** active and quiet sleep
- B** the mind and the body
- C** sleeping and dreaming
- D** energy and relaxation

- 15** The Latin root *somn* means “sleep.” What is the OPPOSITE of *somnolence*? **6.1.3**

- A** alertness
- B** happiness
- C** exhaustion
- D** serenity

- 16** Read the following excerpt from the passage.

Scientists suspect that there are several reasons that people need to sleep. One theory is that sleep restores energy and gives the body and mind time to recover from the day’s activities. Some scientists believe that the main purpose of sleep is to allow the body to save energy.

You can conclude from the statements above that **6.2.7**

- A** scientists have been studying sleep for a long time
- B** the reason why we sleep is to save energy for the next day
- C** we dream in order to let the mind recover from the day
- D** scientists still don’t agree about why we sleep



17 Look at the Table of Contents below.

The Human Mind and the Science of Sleep	
A History of Sleep Studies	1
How the Body Rests	7
Why We Dream	10
How the Brain Produces Dreams	18
Insomnia and Other Sleep Problems . .	17
Experiments with REM	25

This passage would most likely be found on which page? **6.2.1**

- A page 3
- B** page 8
- C page 19
- D page 20

18 Look at the following line from the passage.

Not sleeping well can cause people to feel more than just tired. Lack of sleep will cause people to feel lethargic, making it difficult for them to think clearly.

From the context, one can conclude that the word *lethargic* MOST NEARLY means **6.1.4**

- A energized
- B dreamy
- C** sluggish
- D peaceful



Test Practice

Section 2



Test Practice

Section 2

Directions

In this part of the test, you are going to read a narrative, an article and a time line. You will answer questions about what you have read after each selection. You may look back at the reading selections as often as you like in order to answer the questions.



Like Night and Day

I was very excited. Finally the drama department at my school was beginning to organize its spring musical, *Night and Day*, and I was the lead stage designer! We were all gathered together when Mr. Rodin, the director of the play, introduced all of the cast and crew members.

“And last, but by no means least, what would a musical be without its set? When handled by an expert, the stage can transport an audience to the swirling sands of Egypt or to a cozy family living room. This year’s musical will rely heavily on its stage design. That’s why we will have two student stage designers: Lika and Maria. They will be working together on this year’s musical.”

I was confused. Who was Maria? Then I saw the new girl at school get up and wave to everyone. I didn’t want a partner! I had wanted to lead the design for a school musical for a long time. I’d volunteered for many musicals and plays before now, and because of all my hard work, I’d finally been given a chance to design myself. I didn’t want to give up that chance.

The next afternoon, Maria and I met with Mr. Rodin to discuss the set. All around the table, Mr. Rodin had spread lush photos picturing exotic landscapes that he had clipped from magazines. I looked closely at the photos. “But they seem so different,” I said. “Some show lush flowers and bright sunlight, and others show a deep night sky above a tangle of trees.”

“Exactly, Lika,” said Mr. Rodin. “Our musical will need set designs depicting both of these scenes. I thought each of you could be responsible for one type.”

“I would be happy to do the daytime scene,” Maria spoke up. “At my last school,

I led the set design for a musical that needed entirely daytime sets, so I have a lot of experience painting that kind of a backdrop.”

“Splendid!” announced Mr. Rodin. “Lika, you can be responsible for the night scenes. You should each form a group of volunteers and get started right away.”

Over the next few weeks, Maria and I worked with our volunteer groups to paint the backdrop curtains needed for the play.

While I painted with my group, Maria and her group were painting their backdrop right behind us. I was positive that I would lead my group to paint the most vivid nighttime backdrop ever. I imagined how the backdrop would look and how the audience would gasp, struck by how much the stage looked just like a real evening in the jungle.

I was worried that Maria wouldn’t be able to keep up, but when I checked, I saw that Maria’s group was painting wonderful flowers. When I saw their backdrop, I knew the entire stage would be good, but I was jealous. They created layers upon layers of exotic flowers and plants; we painted a night sky the color of bat wings, with bright stars that seemed like candle flames coming right out of the curtain. I began to notice that every time my curtain got better, Maria’s did too.

One day while the paint was drying, Maria came over to look at my curtain. “Wow, this looks better than Mr. Rodin’s pictures,” Maria said. “I only wish my curtain looked this great.”

“What are you talking about?” I asked. “It’s only because your curtain was so good that I’ve been working so hard on mine.”

“Really? Thanks,” smiled Maria. “All this time I’ve been inspired by yours. Whenever I looked at yours, I thought to myself, ‘C’mon, Maria, let’s work harder.’”



I had not considered that my curtain might have motivated Maria. I never stopped to think that she was working so hard because she wanted the entire set to be good. I thought she was different from me, but really she had the same goal that I had.

“Hi, there,” Mr. Rodin said, appearing from the shadows of the auditorium. “What wonderful work you’ve all done. I’m stunned!”

He was silent for a moment, walking slowly past both of our backdrops with his hand on his chin and occasionally letting out a quiet “Hmmm.”

“If you are interested, then I would love to give you another special project,” Mr. Rodin said mysteriously. “What do you think?”

Maria and I looked at each other. We were both smiling excitedly. “Well, then,” Mr. Rodin

said, “I would like you to create another curtain, one that contains images from both the daytime and the nighttime scenes. We will use this curtain to decorate the stage before the musical begins, and we will show it again once the musical has finished. It will be the first and last thing that the audience sees and should represent all parts of the musical. Why don’t you two work on it together?”

That’s exactly what we did. In the weeks before the musical, Maria and I spent all of our free time working on the curtain.

Mr. Rodin came by the day that the stage crew was hanging all of our curtains. “Amazing job, Lika and Maria,” he said. “Somehow you managed to blend night and day just perfectly!” Maria and I knew exactly what he meant.

1 What kind of writing is this? **6.3.1**

- A** fairy tale
- B** narrative fiction
- C** persuasive
- D** informational

2 Who is telling the story? **6.3.5**

- A** Maria
- B** Mr. Rodin
- C** Lika
- D** the drama club

3 What is the conflict in the story? **6.3.9**

- A** Lika doesn’t want a partner.
- B** Maria doesn’t like painting.
- C** Mr. Rodin wants impossible sets.
- D** The drama club needs to raise money.

4 How is Mr. Rodin important to Maria and Lika’s relationship? **6.3.2**

- A** He is the director of the play.
- B** He teaches them set design.
- C** He stops them from arguing.
- D** He brings them together.



5 At the end of the story, Mr. Rodin asks Maria and Lika to paint a single curtain with scenes from both the nighttime and the daytime. What does this curtain symbolize? **6.3.7**

- A** how Maria and Lika have created something together
- B** that the play will be a success
- C** Mr. Rodin's love of the school drama club
- D** how Maria has come to like the people at her new school

6 Read the following lines from the passage. **6.1.2**

When handled by an expert, the stage can transport an audience to the swirling sands of Egypt or to a cozy family living room.

In this sentence, the word *transport* means

- A** to drive someplace
- B** to haul cargo
- C** to help someone imagine
- D** to have strong emotions



Photojournalism: Telling the Story Through Pictures

Photographs are everywhere. They decorate the walls of homes. They are used in stores to promote sales of everything from food to clothes and cars. The news is filled with pictures of fires and floods, special events, and famous faces. Photos record the beauties of nature. They can also bring things close that are far away. Through photos, people can see wild animals, cities in foreign lands, and even the stars in outer space. Photos also tell stories.

Reporting the news through photos is called photojournalism. At times photojournalists tell their stories through a single picture. At other times, they use a group of pictures to tell a story. Each picture is like a chapter in a book. This kind of story is called a photo essay. A photo essay can do more than set down the facts. It can also be a potent force for social change.

Jacob Riis was one of the first photojournalists. He took pictures of parts of New York City where the poor lived. Riis believed that poverty caused crime, and he used photos to help him prove his point. A few years later, the photographs of Lewis Hine shocked the public. The photos showed small children

working in factories. Hine's pictures helped bring about laws to protect such children.

Photojournalists try to be present at important events. One early example of this took place after the assassination of President Abraham Lincoln in 1865. People wanted to know more about those who were guilty of this crime. Alexander Gardner took pictures of the defendants when they came to trial and were punished.

Hundreds of pictures may have to be taken in order to get one or two really good photos. Taking pictures is both a science and an art. It takes science to have the photo come out clearly, rather than blurry or too dark or too light. It takes art to make a photo that has a good design and conveys feeling. Photojournalists make a factual record of what they see. A photo, however, can be both a work of art and a factual record. It can capture an important event as a beautiful or stirring image.

As historical and artistic documents, photos can become more important over time. Today photojournalists still have their pictures appear in newspapers and magazines. They also publish them in books and on the Internet.



- 7** The author believes that **6.2.7**
- A** the best photojournalists have both technical and artistic skills
 - B** photojournalists should publish pictures only in magazines
 - C** a photograph can't change people's minds
 - D** a factual photograph can never be beautiful

- 8** Which of the following statements from the passage is an OPINION? **6.2.8**
- A** Photos record the beauties of nature.
 - B** Pictures appear in newspapers and magazines.
 - C** Alexander Gardner took pictures.
 - D** Taking pictures is both a science and an art.

- 9** Which of the following sentences BEST explains what the article is about? **6.2.3**
- A** Photojournalists are reporters who tell the news through photographs.
 - B** Photographs bring things close that are far away.
 - C** Good photojournalists are artists and scientists.
 - D** Photojournalists must shock the public into taking their art seriously.

- 10** The author mentions the story of Lewis Hine in order to show that **6.2.6**
- A** photojournalists don't get the respect they deserve
 - B** pictures can be powerful
 - C** people are seldom swayed by pictures
 - D** photo essays are difficult to create

- 11** Read the following lines from the passage. **6.1.4**

People wanted to know more about those who were guilty of this crime. Alexander Gardner took pictures of the defendants when they came to trial and were punished.

The word *defendants* means

- A** police protecting victims
- B** people accused of a crime
- C** lawyers for the state
- D** children of factory workers



12 Look below at a partial outline of the passage.

I. Photographs are everywhere.

- A. in the news*
- B. as decorations*
- C. as tools*

II. Photographs tell stories.

- A. Telling the news through photos is called photojournalism.*
- B. A photo essay is a group of photos.*

III. _____.

- A. Jacob Riis showed people the results of poverty.*
- B. Lewis Hine published pictures of children working in factories.*
 - 1. The pictures upset people*
 - 2. Child labor laws were passed.*

Which of the following sentences should fill the blank after numeral III? **6.2.4**

- A** Photography is an art.
- B** Jacob Riis believed that poverty caused crime.
- C** A photo essay can stir social change.
- D** Photojournalists only set down facts.

13 Ana has found articles on backpacking for her report. What process should she use to get a general idea about the content of each article? **6.5.3**

- A** paraphrasing
- B** skimming
- C** note taking
- D** summarizing

14 Which of the following is the BEST way to correct the following sentence without changing its meaning?

In the past people spent hours cooking a meal, now they can microwave a dinner in minutes. **6.6.1**

- A** In the past, while people spent hours cooking a meal they can microwave a dinner.
- B** Now, people can microwave a dinner in minutes and in the past they spent hours cooking a meal.
- C** In the past people spent hours cooking a meal, but now they can microwave a dinner in minutes.
- D** People, spending hours cooking a meal in the past, now can microwave a dinner in minutes.

15 Which of the following sentences is correct? **6.6.6**

- A** Down the hall, when the bell rang was when we entered our new classroom.
- B** We entered our new classroom down the hall when the bell rang.
- C** The bell rang down the hall, we entered our new classroom.
- D** The bell ringing, down the hall we entered our new classroom.



Question 16 is based on the time line below.

History of Photography Time Line

- 1727 — Johann Heinrich Schulze accidentally learns that certain chemicals will darken when exposed to light.
- 1837 — The first photograph—a daguerreotype—is created. It does not fade and needs only thirty minutes of exposure.
- 1840 — Alexander Wolcott gets the first U.S. patent in photography for his camera.
- 1843 — The first advertisement featuring a photo appears in Philadelphia.
- 1888 — George Eastman patents Kodak Roll Paper.
- 1900 — First mass-produced camera sold to the public.
- 1963 — Polaroid develops instant color film.
- 1968 — First photograph of the earth is taken from the moon.

16 In what year was the first photograph actually produced? **6.2.4**

- A** 1727
- B** 1843
- C** 1837
- D** 1968

17 Look at the sentence below. **6.6.2**

Each of the students _____ a number two pencil.

- A** have
- B** has
- C** having
- D** to have

18 Choose the sentence below that has correct capitalization. **6.6.4**

- A** Jude speaks three languages: English, Chinese, and Arabic.
- B** Jude speaks three languages: English, chinese, and arabic.
- C** Jude speaks three Languages: English, Chinese, and Arabic.
- D** Jude speaks three languages: english, chinese, and arabic.



Test Practice

Section 3



Test Practice

Section 3

Directions

In this part of the test, you are going to write a persuasive letter. You will use a prewriting tool to help you plan and organize your writing. You should use the guidelines at the end of this section to edit your work.



Fun in Learning

Your science teacher is planning an educational field trip to a local theme park. On the trip, you will measure the speeds of various rides, do calculations, and perform experiments on velocity, mass, and weight. Some parents and teachers are objecting to the trip, arguing that it is simply a fun day and not educational.

Take a position either for or against this trip. Write a letter to the principal explaining why this trip is or isn't educational. Try to convince the principal to agree with your viewpoint. You may use examples from your own experience, the experiences of others, and/or thoughts on what such a trip might be like. **6.5.5**

Directions

Before you begin to write, use the prewriting tool on page 59. As you plan your letter, be sure that you:

- Take one position, be consistent about it throughout your letter, and provide statements to back up your position.
- Give clear examples to support your position.
- Explain your ideas as complete thoughts rather than providing a list of examples.
- Use transitions properly so that the principal can follow your ideas.
- Try to be as persuasive as possible so the principal will see the trip the way you do.



Plan Your Persuasive Letter

Prewriting Tool: Use the outline below to help plan out your letter before you begin writing. You do not need to fill in all of the spaces provided. This is only a tool to help you plan out your ideas. You may plan your letter using a different method on another sheet of paper.

My Position: *The trip is educational.*

Notes for introduction: *Projects can be educational and fun, like going to a theme park to study the rides.*

Reason one for my position: *Show students how the subjects they study in school relate to real life.*

Example: *You can study the math and science used to make a roller coaster.*

Reason two for my position: *Someone may want to make fun rides.*

Example: *A kid may think about becoming a scientist or engineer after this trip.*

Reason three for my position: _____

Example: _____

Notes for conclusion: *Does my principal still remember fun lessons from his days in school?*



Persuasive Letter

Title: Fun in Learning

Dear Ms. Gomez:

I believe the trip my science teacher has planned is educational. The fact that a project can sometimes be fun doesn't mean that it isn't learning. Learning should be fun or students won't pay attention in class or learn the important things they're being taught. There are two reasons why I believe this trip will be educational.

The first reason why this trip is a good idea is that students may begin to think about how the subjects they study in school relate to life outside of school. After doing some math problems and finding what science laws make a roller coaster work, students may pay more attention to their math and science classes. Maybe next time they go to a water park, they will think about how math and science was used to design a giant water slide.

Another good reason for the trip is that designing an amusement park ride needs a scientist or engineer. Scientists and engineers must be trained in math and physics to design safe and fun rides.



Some students might even think about becoming scientists or engineers so they can someday design

theme park rides.

In conclusion, I would like to ask you to think about your own time in school. Which lessons do you still remember? I believe that the teachers, classes, and lessons you still remember are the ones that were different and fun. Our teacher is being original and trying to get us excited about learning. She is also showing us that math and science are important in the real world. You would have liked this trip when you were in school. Why not let us have a chance to learn in a new and exciting way?

Thanks for taking the time to read this letter.

Sincerely,

Alex Chen



Test Practice

Section 4



Test Practice

Section 4

*D*irections

In this part of the test, you are going to read a poem and an article. You will answer questions about what you have read after each selection. You may look back at the reading selections as often as you like in order to answer the questions. After you have read the selections and answered the questions, you will plan and write an essay. Then you will answer some questions related to doing research.



Annabel Lee

from *Complete Tales and Poems*
of Edgar Allan Poe

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of Annabel Lee;
And this maiden she lived with no other thought 5
Than to love and be loved by me.

She was a child and *I* was a child,
In this kingdom by the sea,
But we loved with a love that was more than love—
I and my Annabel Lee— 10
With a love that the wingèd seraphs¹ of Heaven
Coveted her and me.

And this was the reason that, long ago,
In this kingdom by the sea,
A wind blew out of a cloud by night 15
Chilling my Annabel Lee;
So that her high-born kinsmen came
And bore her away from me,
To shut her up in a sepulchre²
In this kingdom by the sea. 20

¹seraphs: angels

²sepulchre: a burial vault



The angels, not half so happy in Heaven,
Went envying her and me:—
Yes! that was the reason (as all men know,
In this kingdom by the sea)
That the wind came out of the cloud chilling 25
And killing my Annabel Lee.

But our love it was stronger by far than the love
Of those who were older than we—
Of many far wiser than we—
And neither the angels in Heaven above 30
Nor the demons down under the sea
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee:

For the moon never beams without bringing me dreams
Of the beautiful Annabel Lee; 35
And the stars never rise but I feel the bright eyes
Of the beautiful Annabel Lee:
And so all the night-tide, I lie down by the side
Of my darling, my darling, my life and my bride
In her sepulchre there by the sea— 40
In her tomb by the side of the sea.



1 One can tell that this is a poem because **6.3.4**

- A** it is about love
- B** it has a sad ending
- C** it uses metaphors
- D** it has rhythm and rhyme

2 In line 9, what device does the author use to emphasize his love for Annabel Lee? **6.3.4**

- A** simile
- B** repetition
- C** symbolism
- D** rhyme

3 What happened to Annabel Lee? **6.3.9**

- A** She moved to the ocean.
- B** She went on a voyage.
- C** She became ill and died.
- D** She became lost at sea.

4 What does the word *dissever* in line 32 mean? **6.1.4**

- A** to separate
- B** to criticize
- C** to explain
- D** to learn

5 The imagery in lines 34–41 shows **6.3.4**

- A** the poet’s grief over his loss
- B** the poet’s anger at Annabel Lee
- C** how beautiful the night is by the sea
- D** why the poet will never return to his home

6 The word *sepulchre* used in line 40 means **6.1.4**

- A** sea
- B** bride
- C** grave
- D** nighttime

7 In the poem, the poet repeats certain words to create a mood. List two examples of repeated words or phrases that show how the poet feels about Annabel Lee. **6.3.4**

Any two of the following are acceptable:

loved with a love that was more than love

my Annabel Lee

the beautiful Annabel Lee

my darling, my darling



Roberto Clemente

With his amazing speed and strong right arm, Roberto Clemente was one of the greatest outfielders in the history of baseball. During his eighteen-year career, he starred on a team that won two World Series championships, and he earned many awards for his personal achievements on the field.

Roberto Clemente was born in 1934, the youngest of four children, in Carolina, Puerto Rico. Even as a youth, he was an amazing athlete. He participated in several events in track and field as a runner and a thrower, and he often won. However, baseball was his true love, and he took advantage of Puerto Rico's warm weather to practice the game year round. His efforts paid off. While still in high school, he was playing for a team in the Puerto Rican Winter League. In 1955 Clemente came to the United States to play in the Major Leagues for the Pittsburgh Pirates.

Although Clemente was one of the most skillful players in the game, better-known athletes such as Willie Mays and Mickey Mantle overshadowed him. This may have been partly because Pittsburgh was smaller than most of the cities that had teams, so its team did not get as much national attention. Some fans, however, believe that Clemente suffered from a prejudice against Latin American players. In the fifties, there were fewer Latin American players than there are today, and none of them were national stars.

In 1960 Clemente stepped into the spotlight as he helped the Pirates win the World Series, defeating the New York Yankees. In 1966 he was voted the National League's

most valuable player. In 1971, with another outstanding season behind him, he led the Pirates to a thrilling World Series victory over the Baltimore Orioles and was voted the Series' most valuable player. After that he was widely recognized as one of the game's true stars.

Clemente was extremely proud of his Hispanic heritage, and he devoted his energy off the field to activities that would benefit those less fortunate than he. In one such effort, he organized and paid for the construction of athletic fields and park buildings for the children of Carolina, Puerto Rico.

In December 1972, a powerful earthquake hit Nicaragua, in Central America. Clemente organized a relief effort to help those affected by the quake. On New Year's Eve, he left New York in a small plane to deliver medical supplies, food, and clothing to the victims. He never arrived. His plane crashed off the coast of Puerto Rico. At only thirty-eight years of age, Roberto Clemente was gone.

Clemente's sudden and tragic death strongly affected many people. In Puerto Rico, where he was a national hero, a three-day period of mourning was declared. Major League Baseball honored him by electing him immediately to the Hall of Fame instead of waiting at least five years, as is usually required, after a player's career is over. He was the first Hispanic player in the Hall of Fame. Later, Major League Baseball honored him again. It renamed the award that is given every year to the player who best balances skill on the field with responsibility to others. It is now called the Roberto Clemente Award.



Question number 8 is based on the following time line.

1934 — Roberto Clemente is born in Carolina, Puerto Rico.

1955 — _____

1960 — Pirates win the World Series.

1966 — Clemente is voted National League's most valuable player.

1971 — Pirates win another World Series.

8 Which of the following belongs in the blank space above? **6.2.4**

- A** Clemente comes to the United States to play for the Pittsburgh Pirates.
- B** In Central America, Nicaragua is hit by a severe earthquake.
- C** Clemente is recognized as one of baseball's true stars.
- D** Clemente is voted the World Series' most valuable player.

9 In the passage, the phrase *overshadowed him* means **6.1.2**

- A** defeated Clemente over and over again
- B** made Clemente look short
- C** kept Clemente from playing well
- D** seemed more important than Clemente

10 Which of the following conclusions can you draw based on evidence from the passage? **6.2.7**

- A** Before 1960 the Pirates had never won the World Series.
- B** The Hall of Fame no longer requires a five-year waiting period.
- C** Clemente came to be better-known nationally over the course of his career.
- D** Some of Clemente's relatives were affected by the quake in Nicaragua.



11 Which of the following best summarizes the last paragraph of the passage? **6.2.4**

- A** Clemente's death had a big effect on people everywhere.
- B** A day of mourning was declared in Puerto Rico after Clemente's death.
- C** The Hall of Fame changed its rules because Clemente was so popular.
- D** Major League Baseball pulls together in a time of tragedy.

12 The author mentions Clemente's acts of charity in order to persuade the reader that **6.2.8**

- A** Clemente wanted to gain national recognition
- B** an award would eventually be named after Clemente
- C** Clemente was a good person as well as a good player
- D** natural talent isn't as important to success as hard work

13 The author assumes that the reason the Hall of Fame suspended the five-year waiting period in order to induct Clemente immediately was because **6.2.7**

- A** Clemente helped the Pirates win the World Series
- B** Clemente's career ended earlier than other players
- C** Clemente was the first Hispanic player to seek induction
- D** Clemente was such a giving and well-respected person

14 List two reasons why Clemente was highly respected. **6.2.7**

Any two of the following are acceptable:

He was a very talented player.

He and his team won two World Series.

He won two MVP awards.

He did a lot of charity work.

15 Roberto Clemente did not receive national recognition for his talent early in his career. Name two pieces of evidence the author uses to explain why he believes Roberto Clemente did not receive early recognition. **6.2.7**

Any two of the following are acceptable.

Latin Americans weren't well-known or

accepted in the Major Leagues.

He was overshadowed by better-

known athletes.

He was on a team from a smaller city.



The Career of My Dreams

- 16** Imagine yourself in the future: you are famous for doing something you truly love to do. It can be a sport, a hobby, or a career in a field that you are learning or thinking about now. What are you doing? What is it like to be well-known for doing what you love? What obstacles and challenges did you have to face and overcome in order to be successful? How do you use your fame to benefit others who are not as fortunate as you? **6.5.2**

Directions

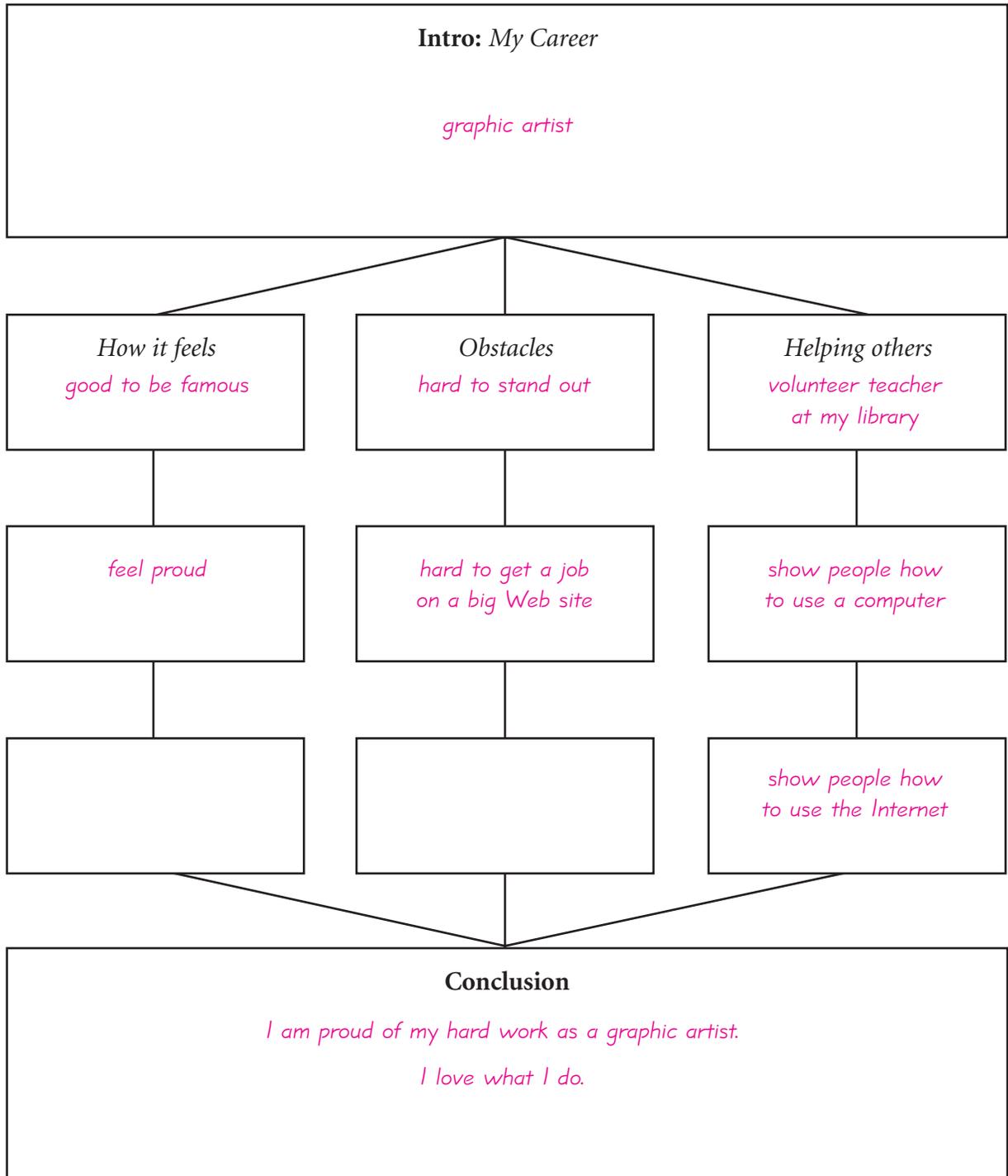
Before you begin to write, use the prewriting tool on page 73. As you plan your essay, be sure that you:

- Choose only one career, sport, or hobby and clearly explain it.
- Describe how it feels to have achieved your success.
- Give specific challenges and obstacles that almost kept you from achieving your goal and explain how you overcame them.
- Give specific examples of how you use your success to help others.



Plan Your Essay

Prewriting Tool: Use the diagram below to help plan out your essay before you begin writing. You do not need to fill in all of the spaces provided. This is only a tool to help you plan out your ideas. You may plan your essay using a different method on another sheet of paper.





Essay

Title: The Career of My Dreams

I am a computer graphics artist. Computer graphics artists design and program things like

computer games and training simulations. They also design the art, buttons, and icons found on Web sites.

I love working with computers.

It's great to be famous because of my work. I designed the moving logo on the world's most

popular Web site. People know my work whenever they see it. I get a lot of work making designs

for big companies. I always feel proud when people say how much they like a design or when a

design is used in a movie or TV show.

The biggest obstacle to being a computer graphics artist is standing out from everyone else.

It is sometimes hard to get jobs where a lot of people can see your work, like on big Web sites or

ads. I kept working on small projects so that people could see I was good. Then more companies

wanted me to work for them. It was a lot of hard work, but I did a great job on the little things so

I could do bigger projects.



Now I volunteer at my library teaching basic computer skills. I help senior citizens and others who want to learn how to do simple things on their computers. Everyone who comes to my class needs to learn how to use a computer. Some people who have never used a computer are afraid that they will do something wrong and break the computer. But when they leave, they can surf the Internet or use the computer to do their banking and for writing. It feels good to help people learn skills that will make their lives easier.

I'm proud of myself for reaching my goals. It took a long time and a lot of hard work to be famous. It wasn't hard to keep trying because I love what I do. Because I worked so hard, now I can help others learn the things that will help them.

Editing Your Essay

1. Did you use complete sentences?
2. Did you use words correctly, according to the rules of standard English?
3. Did you divide the essay into paragraphs properly so your ideas are clear?
4. Did you use pronouns correctly? Does pronoun tense match its object?
5. Is your verb tense consistent throughout your essay?
6. Do all of your subjects and verbs agree?
7. Did you use proper spelling and punctuation?



Hassan is doing research for a paper about owls. He goes to an Internet search engine and types in the word “owls.” The following Web sites are the result of his search. Questions 17, 18, and 19 are based on the information below.

The Big Book of Owls

Everything owls. Photographs and descriptions of species, encyclopedias of owls, recent study information, endangered species, and much more. Also owl history, folklore, art, collectibles and museums . . .

www.thebigbookofowls.com

Owls of Central America

The government is killing an entire species of owl with its policies! Sign our petition to stop deforestation of the owls’ habitats . . .

www.savethecentralowls.org

The Two Owls Inn

In 1834, Eduardo Alvarez opened a small boarding house for people heading west in search of free land. The Owl Restaurant and Inn still rests on the original housing site. We have reasonable rates, free breakfast . . .

www.owlrestaurantandinn.com

Giant Bookseller Warehouse

The Owls of North America . . . \$21.95 . . . \$3.50 shipping . . . search for other titles on owls . . . An Owl Came to Dinner . . . read reviews . . .

www.giantbookseller.com

17 Look at the table below.

<i>The Big Book of Owls</i>	<i>general information about owls</i>
<i>Owls of Central America</i>	<i>summary of a scientific study</i>
<i>The Two Owls Inn</i>	
<i>Giant Bookseller Warehouse</i>	<i>advertisement for items</i>

Which of the following BEST completes the chart? **6.2.4**

- A** advertisement for a museum
- B** history of a building
- C** list of links to other Web sites
- D** history of two endangered owls



18 Which Web site would be the best place for Hassan to begin his research? **6.4.6**

- A** The Two Owls Inn
- B** Giant Bookseller Warehouse
- C** The Big Book of Owls
- D** Owls of Central America

19 In doing research for his report, Hassan has come across the following passage. **6.2.9**

Computers are saving the owls. E-mail has nearly replaced regular mail. This will cause the logging industry to slow its logging efforts, saving hundreds of acres of forest a year and preserving the habitats of dozens of endangered owl species.

Which of the following facts, if true, would disprove the idea that computers can save owls' habitats?

- A** The Internet has increased the use of electricity by fifty percent.
- B** The amount of mail coming through the post office is decreasing.
- C** The logging industry has been losing money for the past ten years.
- D** Only a small number of trees that are cut down are used to make paper.

20 Hassan decides that he wants his paper to focus on how owls care for their young. What search words or phrases can he use with owls to get more specific information? **6.2.1**

Possible answers:

nest or nesting, offspring, babies, young,

eggs, care, owlets



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